Washington Learns

DRAFT REPORT

For October 9, 2006

Steering Committee Discussion

Creating a World-class, Learner-focused Education System for Washington

There are risks and costs to a program of action. But they are far less than the long-range risks and costs of comfortable inaction.

John F. Kennedy, 35th President of the United States

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November 13, 2006

Letter from the Governor

Dear:

On behalf of the Washington Learns committee members, I am pleased to submit this final report and recommendations to develop a world-class, learner-focused education system for Washington.

Starting in July 2005, our project has involved hundreds of hours of work by the Washington Learns' committees. We reviewed our entire education system – early learning, K-12 and post-secondary education and training – to determine how we can provide high-quality life-long learning for our citizens in the 21st Century.

Education is the single most important investment we can make for our people, state, economy and future. We need a world-class education system.

We propose a bold plan to redesign and re-invest in education over the next decade. The plan is founded on new thinking about the purpose and function of public education in our state. We believe math and science education is broken and must be addressed first. Throughout the education system, creativity and innovation should be encouraged and performance should be rewarded. Education should be structured to allow students to move through the system at their own pace, adequately prepared for success at the next level. As home to the world's technology leaders, our state education system should embrace and use technology to its fullest potential.

We believe education needs to stretch beyond just K-12. The public shares responsibility with parents and families for providing quality education beginning at birth. Every citizen should be encouraged to obtain at least one year of education beyond high school. And more baccalaureate and advanced degree opportunities should be provided Washington citizens.

To earn the public trust, education expenditures should be transparent to taxpayers and we must hold ourselves accountable for results.

It is time for bold, purposeful action. We cannot afford a "business as usual" approach while the rest of the world awakens to the pivotal role of education in the global economy.

Let us imagine what we can begin to build for our children and grandchildren: an education system that gives every child the opportunity to succeed in school and in life; classrooms of creative thinkers who learn the skills to adapt to change and create innovative solutions; and an education system that creates interest in music and the arts while it prepares us for productive careers and thoughtful citizenship.

It is time to wake up, Washington! Let's get to work.

Sincerely,

Chris Gregoire
Governor

Washington Learns Steering Committee

Names, affiliations

Washington Learns Advisory Committees

EARLY LEARNING COUNCIL

K-12 ADVISORY COMMITTEE

HIGHER EDUCATION ADVISORY COMMITTEE

Staff:

CHAPTER ONE

Introduction

The current education system in Washington State was built for an economy that no longer exists. Our world is rapidly changing, and education must change with it to prepare our children to participate in the new economy. In this technology-focused environment, a software designer in Redmond is as likely to compete with a worker in Bangladesh as with one in Silicon Valley. A grocery store stocker in Spokane is linked to a complex global supply chain. Information and transactions circle the globe in less than a second. The foundation for this world is not bricks and mortar. The foundation is knowledge.

The state of Washington has a constitutional duty to provide an adequate education. But **it is an economic necessity that we change our education system** so that it is not just adequate, it is excellent.

Education is the single most important investment we can make for the future of our people and our state. Employers need to know that the workers they hire can meet the complex demands of the new economy. In specific industries where Washington has a competitive advantage – global health, aerospace, advanced manufacturing and technology, and other research-intensive industries – the demands on our education system are even greater. These industries need world-class workers and world-class research. From fields to factories, hospitals to hospitality, for every established or start-up business, Washington's economic future depends on an internationally competitive, world-class education system.

The Current System

Washington is well positioned to become a global leader. Our economy is strong, ranking 2nd among the fifty states on the New Economy Index. We enjoy a strategic geographic location, which makes it easy for us to participate in international trade – in fact, one in three jobs is connected to international trade, the most in the nation.

Our current workforce is well educated. But our **future** workforce may not be educated enough.

Right now, in Washington:

- Less than 50 percent of children enter kindergarten ready to learn.
- Only 74 percent of ninth graders graduate from high school with their peers.
- Only 54 percent of black and Hispanic students graduate from high school with their peers.

- We have been importing educated workers from other states and nations to fill our best jobs, leaving the less stable and lower paying jobs for people educated in Washington.
- The proportion of state spending on education has declined steadily for several decades.
- One-third of the adult population has only a high school diploma or less.
- The younger working age population is less educated than their older counterparts.
- Nearly one-quarter of employers report difficulty finding qualified job applicants with occupation-specific skills.

These facts cannot be ignored. Education is the key to success in the global economy, and our current education system is failing.

Raising Educational Attainment is Our Primary Goal

Over the past year we have learned much about the strengths and weaknesses of our education system, and we will focus on those in the pages that follow. However, one primary mission drives this report and our recommendations:

> **To be competitive in the global economy, we must educate** *more* **people to achieve at** *higher* **levels.**

Put simply, we must educate *all* our students to a level that makes them competitive worldwide.

The reality is that more Washingtonians need more education. A high school diploma is no longer the ticket to a family-wage job, but not everyone needs four years of college, either. Research shows that even one additional year of college or workforce training can result in a far better paycheck.

At the same time, highly educated people, with math, science, technology, engineering and other advanced degrees, keep our economy internationally competitive. We must create opportunities for everyone to get some post-secondary education, and provide many different pathways to get the degrees that are in high demand.

Principles for Change

A world-class education system must be coordinated, cooperative and focused on the success of every learner. It will not be easy. No one sector of the education system can achieve this ambitious goal alone. We must shift our thinking away from that of separate, independent education institutions and sectors. Instead we need an education system that flows seamlessly from birth to adulthood, and is committed to shared responsibility and accountability for results.

There are five major principles that guide our efforts toward a world-class education system.

1. Create a System of Shared Accountability and Continuous Improvement

We must compare ourselves to the best education systems in the nation and the world, set clear goals, and hold ourselves accountable for results. All of us – not just state government or schools and colleges, but also parents and families, communities, businesses, civic organizations and private donors – must be a part of the conversation on improvement and results.

Setting goals is an important first step, but we must also review progress towards our goals and regularly report results. We cannot allow the education system to fall so far behind the economy that it has to play catch up every decade. Instead, we must consistently modernize our education system with technology and techniques from around the world.

To make this work, our various levels of education must stop thinking of their area as separate from the rest of the system and embrace a shared mission to help every student reach their educational potential. We are in this together. It will take all of us to get the job done.

We will need improved reporting and accounting systems that tie expenditures clearly to outcomes, and we will offer regular conversations at the state and community levels about spending and results.

2. Tailor Education to Serve the Needs of Individuals

A world-class education system must be relentless in support of individual learners. This requires a fundamental redesign of our schools and a shift in thinking to measure what a student actually knows and can do. Students should be encouraged to move at their own pace, with learning tailored to their individual style, needs and cultural differences. Technology can help us implement this vision by accessing educational materials that deliver specialized learning.

A learner-focused education system requires that we personalize our schools. We must add to the old 3R's (readin', 'ritin', and 'rithmatic) a new set of R's – rigor, relevance and relationships.

Rigor means that all students are challenged to achieve at the highest levels appropriate for their course of study, whether that be core academics such as algebra and chemistry, or career and technical classes.

Relevance means that classes and projects excite students to learn, to excel, and to see the connection between what they are learning and what they plan for their futures.

Relationships mean that students are supported by adults, whether family or other mentors, who help them plan for their future and encourage them to succeed.

3. Bring Creativity into the Classroom

Citizens equipped with creativity and imagination will thrive in the knowledge economy. Old, hierarchical, static bureaucracies are fast being replaced with flexible business organizations whose employees have the authority to create solutions as problems and opportunities arise. In the new economy, many skills can be outsourced but creativity and imagination cannot.

Washington's creative talent shows up in high-tech and research, arts and philanthropy. We must tap that talent, and bring it into the classroom in a strategic and focused effort to benefit every student. Project-based learning, applied learning, career and technical education and exposure to the arts are all important tools for reaching and challenging students and equipping them to be creative, innovative, life-long learners.

4. Engage Parents, Communities and Private Partners

Every step of the education path is smoother if parents and families are involved. Research shows that families have a major influence on their children's achievement in school and in life. When schools, families and community groups work together to support learning, children do better in school, stay in school longer and like school more.

State government cannot and should not be the only party responsible for the full education of our citizens. The broader community must be engaged and supportive, and where practical, contribute financially to the shared goal of educating more people at higher levels.

Public-private partnerships can bring the assets of each sector together to reduce the preparation gap and increase educational attainment. Private organizations bring credibility, nimbleness and flexible funding to the problem, and they directly benefit from an educated workforce. The public sector offers experience and expertise along with public resources. Each partner is crucial to creating a lasting, sustainable, world-class lifelong learning experience.

5. Commit the Necessary Human and Financial Resources

A world-class education system sets high expectations for all students and commits the necessary human and financial resources to help all students succeed. We must be diligent about redirecting current educational dollars into proven strategies for improved student outcomes. We must identify the most effective new strategies and prove that they work. And we must acknowledge that relying only on current resources will not get the job done.

Eighty percent of spending and one hundred percent of the result of education is people – students, early childhood providers, classroom teachers, paraprofessionals, librarians, counselors, nurses, administrators, faculty and researchers, plus all the support staff who drive the buses, clean the floors, serve the food, connect the wires, support the software, repair the roofs, provide security and the many other activities that allow learning to occur.

We need a focused and strategic plan to commit the human and financial resources necessary to produce a world-class education system.

The Fundamental Purpose of Education

While economic necessity drives these recommendations for education reform, we must never forget that a healthy democracy depends on educated citizens.

More than ever before, our education system must prepare world citizens who respect cultural differences, who understand political differences, and who can make informed choices among policy differences. Our democracy must be free and strong, and our citizens must be informed and engaged, if we are to set an example for the rest of the world.

Strategies for Reform

In the pages that follow, we outline five key reforms for our education system. They include contributions from every educational sector. Each follows our guiding principles. Each is focused on making sure students are lifelong learners.

Let us imagine an education system that gives every child the opportunity to succeed in school and in life. Let us imagine an education system that entices people of all ages and abilities to seek more education and training to improve their lives and the lives of their children. Let us imagine classes of thinkers, who learn not just rote answers but also the skills of adapting to change and creating innovative new solutions. Let us imagine an education system that whets our appetite for music and the arts while it prepares us for productive careers and thoughtful citizenship. Let us imagine an education system that produces careful consumers and caring world citizens.

Let us work together to build a world-class education system.

PROPOSED 10-YEAR GOALS FOR A WORLD-CLASS EDUCATION SYSTEM

1. Parents will be supported as their children's first and best teachers, and will have access to culturally-competent, linguistically appropriate support to help their children "learn to learn" in their first years of life.
2. Families will have access to high quality, affordable child care and early education programs staffed by providers and teachers who are adequately trained and compensated.
3. All children will enter kindergarten physically, emotionally, socially and cognitively ready to succeed in school and in life.
4. All students will transition from 3rd grade proficient in reading and mathematics and with demonstrated ability to function as responsible participants in their learning.
5. All students will transition from 8th grade proficient in core academic subjects, demonstrated citizenship skills and an initial plan for high school and beyond.
6. All students will graduate from high school with multicultural and international perspectives and skills to live, learn and work in a multi-cultural state and a global society.
7. All students will complete a rigorous high school course of study and demonstrate proficiencies in core academic skills needed to enter a post-secondary education program or career pathway.
8. All citizens will have access to affordable post-secondary education and training opportunities that provide them with the knowledge and skills they need to thrive personally and professionally.
9. Washington will have a well trained and educated workforce that meets the needs of our knowledge based economy.
10. Washington's research agenda will fuel discoveries and innovations that allow businesses to thrive and compete globally.

CHAPTER 2

What have we learned?

Outline of chapter

- Overview of current education systems and challenges (very brief – we covered this ground in 2005 Interim report)
- Highlights of what we have learned
    - Knowledge economy drives new imperative for education
    - International and global competencies matter
    - Washington is poised to excel, but we are losing our edge
    - Changing economic and demographic landscape
- Review of consultant reports – key findings and recommendations
- Investing in education yields significant public return (review of June Steering Committee meeting with economists)

CHAPTER THREE

The Early Learning Years: A New Imperative

INTRODUCTION

Brain-development research in young children tells us that **children are born learning**. Through early experiences, the basic architecture of the brain is built, and the quality of that architecture determines whether a child's learning and behavior will be sturdy or fragile. As the brain matures, the ability to process complex information builds on this early "hard wiring" of the brain.

The years from birth to age 8 are the "learning to learn" years, when children build the foundations to become capable readers, writers, mathematicians, artists, musicians, creative thinkers and speakers of more than one language. During these years, children develop bonds with others and learn to express compassion, work well in groups and live with rules. These are the years when each child's innate capacity for creativity must be developed. With this foundation, children will be prepared to communicate about subjects more deeply, and to connect and apply their learning to new topics and personal interests.

A survey of Washington kindergarten teachers in 2004 found that more than half of entering kindergarteners were not ready for school[1]. The child who is not ready at kindergarten starts behind other children and often struggles through school. If they start behind, they will often stay behind throughout their time in school.

Economists and educators have found that investments in high quality early learning, especially for at-risk children, yield significant benefits. The Perry Preschool Study found that **eight dollars was saved for every dollar invested in early learning**, as the costs of remedial education, special education, abuse and neglect, health care, school drop-out rates, teen pregnancy, crime and incarceration were all significantly reduced.[2] The clear message is that if we pay now for quality early education, we will all benefit later as more of our students graduate from high school, become and stay employed and earn higher wages.

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[1] D. Pavelchek, Student Readiness for kindergarten: A survey of Kindergarten Teachers in Washington State, Washington State University Social and Economic Research Center, 2005. Available at http://www.k12.wa.us/EarlyLearning/pubdocs/kindergartenpreparednesssurveyRept.doc.

[2] L.J. Schweinhart, J. Montie, Z. Xiang, W.S. Barnett, C.R. Belfield & M. Nores (2005) Lifetime Effects: The High/Scope Perry Preschool Study Through Age 40, 2005.

Strategy 1: Create a cabinet-level Department of Early Learning that is accountable to the Governor and the Public.

Rationale: Child care and early learning programs were spread across many different state agencies, making it difficult for parents to get information about services in their communities. It also resulted in lack of attention about the importance of early learning and inefficiency in the use of taxpayer dollars. With support from the 2006 Legislature, **the new Department of Early Learning was created July 1, 2006.** This agency is now accountable to the Governor and the public to work with parents, families, and communities across the state to improve early learning in Washington.

Expected Results: More efficient use of resources, improved early learning supports for parents and families, more young children ready to succeed when they enter kindergarten.

Assignment: Done.

Strategy 2: Support creation of private-public partnerships focused on engaging the public and improving the quality of early learning.

Rationale: Many of our prominent business and foundation leaders support early learning and are poised to do more — especially in the area of improving the quality of early learning services. In January 2006, the state joined with more than a dozen organizations across the state in signing an agreement that created the **Thrive by Five Partnership**. Thrive by Five begins with $9 million in new funding that will be invested in parent education, high quality early learning demonstration projects in White Center and Yakima, and other early learning improvements. Thrive by Five partners have pledged up to $100 million for early learning over the next decade, and is governed by a board of directors co-chaired by Governor Gregoire and Bill Gates Sr.

Expected Results: Parents and teachers will have better knowledge about strategies that can improve the quality of early learning; communities will be more aware of the importance of early learning; and best practices in early learning will be available statewide.

Assignment: The Department of Early Learning and Thrive by Five, working with state and local agencies, will provide leadership to encourage effective early learning partnerships in communities across the state.

Strategy 3: Make parenting information readily available to parents, grandparents and other caregivers.

Rationale: Parents, including guardians who act as parents, are their child's first and best teachers. Every parent wants his or her child to thrive. But many parents are confused about what to do through midnight feedings, teething, tantrums and the many challenges they face. Voluntary, culturally appropriate information can help parents understand child development and get support when they need it, so that they can be effective caregivers, teachers and advocates for their children.

Expected Results: Parents will feel competent and capable of responding to their children's needs, and their children will be well-prepared to succeed in kindergarten and life.

Assignment: The Department of Early Learning will work with the Thrive by Five Partnership to make parenting information, translated into multiple languages, readily available through workplaces, libraries, faith communities, websites and other places where parents and other caregivers, including family, friends and neighbors, might be found.

Strategy 4: Improve the safety and well-being of children in child care and early education programs.

Rationale: When parents search for child care, they ask first, "Will my child be safe? Can I trust the caregivers and teachers to respond to my child's needs?" Next come questions about what their child will do and learn and whether the program is affordable, convenient and has a schedule that allows the parent to work. It is the state's duty to reassure parents, and to regulate child care so that children are always safe.

Expected Results: Child care will be safer for children; fewer children will be injured while in child care; and the state's liability will be reduced.

Assignment: The Department of Early Learning will develop a strategic plan for improving the state's system of child care regulation. In developing the plan, consideration must be given to the recommendations of the Early Learning Council including the need for a new information system capable of providing timely information for parents and streamlining the work of regulators.

Child care regulation will minimize bureaucratic rules and regulatory barriers and emphasize the need for mutual respect among parents, providers and state staff who enforce regulations. Rules will be concise and clearly focused on keeping children safe and improving early learning outcomes for children. Timely inspection and complaint information will be readily available to parents through the internet and other means.

Strategy 5: Phase-in a simple five-star rating system that gives parents better information about the quality of child care and early education programs, and expands the availability of high quality early learning opportunities.

Rationale: While parents are their children's first and most important teachers and decision-makers, many parents need help meeting their children's early learning needs. Many parents work outside the home and rely on child care and early education services while they work. For these parents, a five-star quality rating system will provide quick and easy information to help guide their choices. For child care providers, the quality rating system will provide resources and incentives to continuously improve the early learning services they offer.

Expected Results: Parents will have better information to choose among better child care programs, and children will be better prepared to succeed in kindergarten and in life.

Assignment: Funding will be provided to the Department of Early Learning for phased implementation of the rating system in collaboration with the Thrive by Five Partnership. Implementation will be guided by the Early Learning Council's proposed Quality Rating and Improvement System recommendations.

Strategy 6: Expand capacity in higher education to produce well trained, culturally-competent and imaginative child care providers and early education teachers.

Rationale: Research strongly links teacher qualifications and pay to improved early learning outcomes for children. And, yet, child care center lead teachers are required to have just 20 clock hours of training within the first six months of employment and earn just over $10 an hour. Professional development and training will, combined with reasonable pay and benefits, attract and retain better early learning teachers and foster long-lasting relationships between early learning teachers and the families and children they serve.

Expected Results: Early learning program quality will improve; more teachers will stay with early learning programs and children and families will have a more stable early learning environment.

Assignment: The Department of Early Learning will work with higher education to develop strategies for dramatically increasing the availability of early learning teacher training. Among the issues that will be addressed are: 1) credit for community-based training and experience, 2) transfer of credits across institutions, and 3) availability of classes in rural communities and during evening and weekend hours, and 4) math and science education for early learning teachers.

Strategy 7: Develop and implement a kindergarten readiness assessment tool.

Rationale: Preparing children to succeed in kindergarten and beyond is too important to leave to chance. We must make sure what we're doing is working and that schools have the information they need to respond to the individual needs of entering kindergarten students. A kindergarten readiness assessment tool will be developed for use by teachers, parents and caregivers to learn about the development of kindergarteners. The assessment will acknowledge all aspects of development, including cultural differences among children, and support smooth transitions from early learning to kindergarten.

Expected Results: The ability to tailor kindergarten to the needs of individual children will be improved; we will identify children with special needs earlier; and information about improving kindergarten and early learning programs will be more available.

Assignment: OSPI will work with the Department of Early Learning and the Thrive by Five Partnership to develop a kindergarten readiness assessment tool that matches Washington's benchmarks about what children should know and be able to do when they enter school.

Strategy 8: Phase-in all-day kindergarten programs for all students, targeting resources first to high poverty schools.

Rationale: Most of our young children are ready for more than a few hours of learning opportunities in half-day kindergarten. Their eager minds and growing social, emotional and physical maturity ask for the hands-on learning and exploration of a full-day of kindergarten. More time with children also helps kindergarten teachers and child care givers a better understanding of the aptitude of their students so that they can better coordinate kindergarten readiness expectations. A rich array of reading and math skill building and exploration of science, arts, world languages and creative play, are elements of a quality all-day kindergarten program.

Expected results: More students will be ready for success in primary classrooms.

Assignment: Phase-in funding for all-day kindergarten programs, beginning with support for high poverty schools, and gradually improving funding until all kindergarten students have an all-day program.

Strategy 9: Prioritize additional Initiative 728 funding to K-3 class size reduction

Rationale: Giving students the best start possible in the education system is the best investment we can make in their futures. We should prioritize the currently available class size reduction funds by focusing them on the primary grades. By lowering class sizes in the primary grades, we will be able to

provide children with more personal attention and broader learning opportunities.

Expected results: Students will exit the third grade reading at grade level, with a basic understanding or math, and with the ability to work together cooperatively.

Assignment: Add language to Initiative 728 that sets K-3 class size as the priority use as additional funds come to districts.

Strategy 10: Implement K-3 classrooms that develop basic reading and math skills as well as the creativity of young children.

Rationale: We know that young children have a great capacity to learn. They mimic, pretend, try things out, and express themselves in many ways. They ask why things work the way they do and how to do things themselves. Young students have curiosity and a willingness to explore. The curriculum in the primary grades should incorporate the talents young children have as they learn to read, understand math, move to rhythms, develop communication skills, and wonder about science. It is also at this time that students learn how to care about others outside of their family, develop empathy, work in groups and live within the rules.

Expected results: Students will have the basic reading and math skills that will support success in the next grades as learning becomes more subject-oriented. Students will be interested in many topics, including math, science and the arts, and see themselves being involved in these areas in the future.

Assignment: OSPI will provide grants for schools to implement a primary learning curriculum that incorporates the best practices for developmental learning strategies, and will collect data on the types of materials and instructional practices used so that schools can be held accountable for outcomes.

Math and Science: A Renewed Focus

Introduction

As a state and a nation, we have a problem. Our students are not well prepared in math and science and do not choose to pursue degrees in those fields when they enter college. This harms our ability to compete in a global economy that depends on these skills. Students in other nations are better prepared after high school and take more math and science courses in college.

The top jobs in the new economy require an understanding of math and science. In order to compete, our employers are demanding more workers with science, technology, engineering and mathematical skills. But students are afraid that math and science are too hard.

Many middle and high school graduates are not prepared for the next level of math and science classes. Fifty percent of students that go to college must take remedial math classes before taking college level classes, and the numbers are similar for the sciences. That is simply unacceptable.

We must establish a state math and science curriculum that prepares students to meet state and international standards. In order to convince students to take math and science classes, we must show them that math and science is fun, interesting, and that they are good at it.

Instead of letting students fall behind, the new state math and science curriculum will raise middle and high school math requirements so that graduating students meet international standards and are ready for next level classes.

In order to teach to stronger international math and science standards, teachers must be able to meet international standards themselves. Teachers cannot help students gain confidence in math and science skills if they don't also have that confidence. We will use technology to ensure that every teacher has access to math and science training. We will also bring more teachers into math and science by expanding the loan forgiveness program and by allowing more people from the private sector to use their real-world experience to get a teaching certificate.

Strategy 1: Develop math and science curriculum and materials to train child care and early education teachers.

> Rationale: Math and science fundamentals should be introduced early in life to build a strong foundation for later learning and create interest and confidence as learners encounter math and science classes. Young children learn math and science as they play counting games, sort toys by color, splash in water and

watch a caterpillar crawl across the sidewalk. Young children also benefit from adults who understand and enjoy math and science, and know how to enhance children's basic learning with words, questions and activities.

Expected Results: More children will be ready for school, as measured by a kindergarten assessment.

Assignment: The new Department of Early Learning will work with OSPI and the State Board for Community & Technical Colleges to develop math and science curriculum and materials. These materials will be used by community-based organizations and higher education institutions that train and educate child care and early education teachers.

Strategy 2: Bring world-class math and science learning to our classrooms.

- Establish a limited list of math and science curricula made up of world-class content and concepts.
- Increase high school graduation requirements so that students have the math and science skills they need to begin careers in the workforce or start college level work.

Rationale: State assessments have shown that at least half of our students are not learning the math skills they need. Science knowledge lags behind math. Current high school graduation requirements simply state that two credits are required, which results in at least half of our high school graduates who go on to a community college or four year university taking a remedial math class because they are not prepared for college-level work. Washington has not been clear enough about what math skills are expected of a high school graduate, especially one who wants to go to a college, university or skilled training program. Our students should know at least as much as their counterparts graduating from high schools around the globe. A state focus on best practices, including high quality curriculum, is a step toward assuring the right concepts are presented to our students at the right time.

Expected results: More students will meet current state standards; fewer students will need remedial math at the college level; savings in time and resources in school districts for curriculum selection; and improved student achievement on international comparisons.

Assignments:

- By December 1, 2007, for math and science, the State Board of Education will define world-class standards and adopt high school graduation requirements aligned with those standards.

- By July 1, 2008 for math and by July 1, 2009 for science, the Office of the Superintendent of Public Instruction and the State Board of Education will identify no more than three curricula for elementary, middle and high school, along with diagnostic and other materials that are most aligned with the new standards.

- The State Board of Education will incorporate into their accountability plan the requirement that schools with fewer than 80 percent of their students meeting standard will be required to use one of the state identified curricula.

Strategy 3: Build expertise in math and science teaching.

- Increase math and science course requirements for all prospective teachers.
- Ensure that teachers assigned to teach math and science in middle school and high school are prepared to do so.
- Provide professional development and training for teachers to use the state curriculum.

Rationale: A world-class education system requires teachers who are effective not only in their own subject matter but who also can relate learning to other subjects such as math and science. World-class instruction in math and science requires world-class teachers who are supported and prepared to be effective teachers of the state curriculum.

Expected results: More students will meet state academic standards, fewer students will need remedial classes at the college level, more teachers in all subject areas will integrate math and science concepts into their teaching, and more teachers will encourage students in their mathematics and science studies.

Assignment:

- The Professional Educator Standards Board, by December 1, 2007, will adopt (1) new math and science knowledge requirements for people entering teacher preparation programs and (2) certification requirements for math teachers in middle and high schools that will prepare them to teach state math and science standards.
- The Superintendent of Public Instruction will develop, or contract with curriculum publishers, training for teachers implementing the state math and science curriculum.
- The Superintendent of Public Instruction will provide math and science content training for teachers who need the foundation knowledge to support state instruction in math and science.

Strategy 4: Use public/private partnerships to help students and their parents understand the importance of studying math and science and pursuing math and science careers. Provide incentives so that students will who excel in math and science classes during middle and high school will enter related degree programs in college.

Rationale: Students tend to think math and science are too hard and too boring. They are concerned that if they take these classes in high school they will ruin their grade point average and jeopardize their chances to get into the college of their choice. We must turn those attitudes around and help students and their families understand the benefits of a career in math and science related fields and give them the confidence to enroll in more math and science courses.

Expected results: More students will take math and science classes in middle and high school, and complete math and science related certificates and degrees in college. Our businesses will have a better trained and educated workforce and more Washington citizens will be equipped to compete for good jobs in our knowledge-based economy.

Assignments:

- The Governor's Office, the Legislature and the Museum of Flight will continue to develop and implement the Washington Aerospace Scholars Program which engages students from all over the state in summer math and science enrichment programs.
- The state will partner with the Washington Education Foundation to provide scholarships to students who excel in math and science during middle and high school and enter high demand math and science degree programs in college.
- The state will partner with the Leadership and Assistance for Science Education Reform (LASER) program and other public-private efforts to improve the curriculum and teaching of science.

Strategy 5: Attract more teachers of math and science.

Rationale: New more rigorous math and science graduation requirements will require more math and science teachers. Many districts report difficulty filling current math and science teaching positions because they have few qualified applicants. Two existing programs have successful track records. One provides students in college math and science teacher preparation programs a loan to help meet school expenses. The loan is forgiven for those recipients who teach math or science for three years in Washington schools. The second program provides a one-year, hands-on school-based program to prepare non-teaching professionals like engineers or computer scientists for effective classroom teaching.

Expected Results: Increased pool of qualified math and science teachers.

Assignment: The Higher Education Coordinating Board will expand the Future Teachers Conditional Scholarship and Loan Repayment Program for teachers who commit to a period of teaching service in Washington, and the Professional Educator Standards Board will expand the Alternative Routes to Teacher Certification Program to all business professionals to be licensed to teach math and science.

Strategy 6: Expand opportunities for students seeking math and science degrees at colleges and universities.

Rationale: Increasing the number of Washingtonians with degrees in math and science will provide employers with a larger pool of qualified applicants and more opportunity for Washington citizens to compete for these high paying jobs.

Expected Results: More math and science degrees awarded by Washington colleges and universities, employers will report less difficulty finding qualified applicants for jobs requiring math and science competencies, and well paying jobs will be filled by Washingtonians.

Assignment: Funding for additional enrollment in high-cost, high demand math and science degree programs.

Strategy 7: Use technology to provide a wide variety of online math and science programs to assist students of all ability levels and to improve course offerings in K-12 and higher education.

Rationale: Washington is home to the world's technology leaders, and our education system must embrace and showcase technology as a tool for instruction and professional development. Technology enables more personalized education and training in ways undreamed of just a few years ago, and expands options and opportunities for all students – the struggling, the average and the gifted.

Online courses and telecommunication technology offers opportunities to reach students who do not live near a college or who learn better using technology.

Expected Results: More math and science course offerings in schools and colleges, improved student achievement for students who use online tutoring and other individualized instruction, and better access for both high school students who wish to participate in "dual credit" courses, and adults who are unable to get to a college campus.

Assignment:

- OSPI, working with the private sector, will develop online programs.

- Colleges and universities will offer more college classes online and classes that use technology to allow students from anywhere in the state to take campus-based classes in real-time.

Strategy 8: Partner with after-school organizations to support math learning.

Rationale: Many students participate in after-school programs such as the Boys and Girls Clubs. These programs offer a safe environment in which students can take a break, socialize, get some physical activity and do homework after the regular school day. Many programs provide computers that students use not only for homework, but also for video games and other activities. In addition to the regular after-school program, some of these programs have adult mentors that provide a personal connection for students. There is promising research that after-school programs that are well-designed and connected with students' school studies can improve academic learning for students that are struggling at school. Personal help and computer tutoring programs and assistance can reinforce skills and provide practice in mathematics.

Expected outcomes: Provide a personalized way to get the message out that mathematics is important; increase mathematics skills achievement among students – especially lower-performing students.

Assignment:

- OSPI, with Boys and Girls Clubs and other after-school programs, conduct several pilot programs that focus on building mathematics skills through activities after school.
- By December 1, 2010, OSPI will report on the outcomes of the pilot programs and make recommendations regarding furthering programs in this area.

Personalized Learning: Helping Every Student Succeed

Personal, individualized learning is the key to helping every student succeed. Standards-based education with high expectations for all students demands that we rethink and redesign our schools to serve the multiple needs of students. Redesigned schools will focus on the cultural differences, multiple learning styles, and individual needs of our students. Rather than marching students of varying abilities through uniform class periods together, we can now tailor teaching and adjust learning time to suit individual student needs. All students can and should be challenged and expected to perform to their highest ability, but we have the tools today to allow each to progress at his or her own pace.

The ability to provide individually tailored education within the public education system has never been more possible, or more needed. It is possible because technology enables us to personalize the delivery of education in ways undreamed of just a few years ago. It expands instructional options and learning opportunities for all students, whether struggling, average or exceptional. It allows access to instructional materials any time of the day or night, not just within the confines of the school day or the subject period.

Strategy 1: Make the most of learning time.

Rationale: Students learn differently and need different amounts of time and support to grasp various concepts. For some students there is not enough time in a day to grasp what they need to know. Others may want to learn more about a topic, but it is time for the class to move on to a new subject. Many schools and school districts have been creative about how they assign their students to support their learning and break up the day into different groups of students working on different skills so that the student's specific need is met. But even with creative ways of organizing the existing school day, week and year, some students need additional time.

Expected results: More students will meet state standards on state assessments, and more students will be prepared for more difficult coursework.

Assignment: Provide students with additional learning time such as summer school and after-school opportunities; focus on struggling students and skills in reading, writing, and mathematics.

Strategy 2: Improve learning opportunities for English language learners.

Rationale: English Language Learners are not only developing English skills so that they can communicate well in everyday situations, but also so they can learn the content in school classes and be successful academically. English language skills are the key to future learning and training opportunities. For too long our assessment of English proficiency has stopped short of supporting

the skills needed for learning. We also know that specific curriculum coupled with skilled teachers will better support our students.

Expected results: English language learners will be more successful in academic coursework, have higher graduation rates and, more students ready to begin higher education and training after high school.

Assignment: OSPI will implement a best practices pilot program in a region of the state in 2007-08 that coordinates curriculum, assessment, teacher training, and family involvement. By December 1, 2009 OSPI will use the results of this pilot to recommend changes to state policies and practices regarding the ways in which we educate our English language learners.

Strategy 3: Establish the Washington Youth Academy to reach at-risk students.

Rationale: Too many of our young people drop out of school. While there are many reasons for this, we know that some youth have a greater potential for future success if opportunities other than the regular school environment are offered to them. Youth academies at which students have a focused, "24-7" educational experience without distractions have been successful in other states. The Oregon National Guard Youth Challenge program has demonstrated a cost-effective method to turn at-risk school dropouts into productive citizens.

Expected results: At risk students will build basic skills and earn high school course credits, they will no longer be at risk but complete high school or be enrolled in a technical or academic program, be dependable employees, and be good citizens.

Assignment: Using the Oregon program as a model, the Washington National Guard will coordinate the federal and state resources to provide the necessary facilities and implement the educational program with the first class of 120 students to begin in January 2009.

Strategy 4: Promote online access to learning.

Rationale: Washington is home to the world's technology leaders, and our schools must showcase the power technology has for energizing instruction and learning for our students and teachers. In the next ten years potential uses are unlimited. Our students connect with technology every day. Many excel at video games and surfing the Net. Learning based in technology uses these same skills to capture their attention and keep them learning.

The Internet opens doors to a variety of experiences not available in our classrooms. In many cases, students also have a more flexible time frame for completing course work. Middle school and high school students can take courses to make up for those they failed, or failed to finish on time. For students that excel and want something more, advanced courses or courses not

usually available in their district are available. The Internet also provides many resources to explore possible career choices.

Expected Results: More at risk students become connected to learning and make academic progress. Students will take classes related to their interests and future plans and will be empowered to be responsible for independent learning.

Assignments:

- The Superintendent of Public Instruction along with private organizations specializing in technology hardware, software and applications develop and implement several pilot programs focused on providing learning opportunities to at risk students.
- OSPI and private partners will report on pilot results and develop recommendations for future technology investments.

Strategy 5: Increase opportunities for career and technical education.

Rationale: One size does not fit all. We need a variety of options available to keep students interested in school through graduation. While some students excel in traditional classroom settings, others thrive in hands-on and applied learning settings. Some kids are headed to college. Others will pursue specialized training in the skilled trades or technical professions. No matter a student's future course, some experience in career and technical education can help students understand what it means to take their learning to work.

Workforce projections for Washington emphasize the opportunities in the skilled trades. Running Start for the Trades, begun last year, is but the beginning. More of these programs, especially those targeted to high demand fields, must be created.

Expected results:

- Increased number of public and private projects such as Running Start for the Trades and Tech Prep available to students.
- More students will graduate from high school.
- More students will take dual credit courses: courses with academic and technical credit, courses with high school and college credit.

Assignments:

- The Superintendent of Public Instruction's office of career and technical education will assist school districts in developing new pathways for students interested in pursuing occupational interests along with their academic studies.

- The Apprenticeship Council will share results of pilot programs and connect interested parties in developing additional Running Start for the Trades programs in high schools and colleges.

Strategy 6: Create a training program for instructional coaches.

Rationale: Ongoing instructional coaching and mentoring have proven effective tools for improving classroom instruction.[3] Coaches spend most of their time in the classroom giving feedback to teachers to improve instruction. This type of professional development is particularly important in providing teachers the tools to teach to different types of learners. In light of recent evidence showing how creativity can increase student engagement, instructional coaches should also help classroom teachers integrate creativity and innovation into the classroom.

Expected Result: Improved teaching and personalized instruction.

Assignment:

- The Superintendent of Public Instruction will develop the content of an instructional coach training program, with an initial focus on mathematics coaching.
- Instructional coach training in mathematics will be offered during the summer of 2008.

Strategy 7: Build cultural understanding of our diverse student population.

Rationale: The students in our classrooms represent the world. A key to better personalizing instruction is to have knowledge of the cultural background of our students and appreciate the richness this brings to learning. This on-going activity builds cooperation among all of us. Many parents and staff in our schools, other than teachers, can help us learn about other places on our planet. We should invite and encourage their participation in our schools.

Expected results: Schools will be more inviting to diverse people, teaching and learning will be more individualized and we will foster greater personal respect among students, staff, parents and the school community.

Assignment:

- The Professional Educator Standards Board will review teacher preparation requirements in cultural understanding.

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[3] Picus and Associates, Evidence Based Model

- The education ombudsman will assist OSPI and school districts in implementing professional development activities.

Strategy 8: Focus on special education students.

Rationale: Our special education students and their programs have guided thinking about quality, individualized instruction – for all students – for years. The foundation of an individualized instructional plan, informed by data and related best practices research, provides a framework for the ways that learning activities and evaluation of skills can be planned and provided for all students. Research also demonstrates that providing specialized activities related to the development of young children can have life-long positive impacts on learning.

Expected outcomes: We will have a renewed focus on appropriate, research-based instructional strategies, and special education students, with all students, will show increased developmental and academic achievement.

Assignments:

- Provide additional program resources.
- OSPI to collect data on the effectiveness of using the instructional practices steps by classroom teachers and special education teachers outlined in the Response to Intervention strategy.

Strategy 9: Launch a public-private Creativity Campaign to help students, parents, and teachers understand the importance of integrating and rewarding creativity and innovation in the classroom. This initiative would create a public awareness campaign to highlight the importance of creativity in education, science, technology, industry and the arts. The campaign would include:

- An Imagination Award program to promote and recognize innovation by schools, students and teachers.

- A Creativity Summit with leaders and expert from all industries and sectors. The Creativity Summit would enable educators and other leaders to share best practices for integrating creativity in education.

  Rationale: Integrating creativity and the arts into the teaching of all subjects would increase student engagement and motivation. Applied, hands-on learning is a powerful tool for engaging at-risk students and those bored with school. While some students learn orally through the recitation of a song, some learn kinesthetically through movement. An emphasis in Washington's schools on creative, applied learning techniques will personalize learning.

Expected Results: The initiative will explore ways to assist teachers to apply creative learning techniques. It will help foster a culture where creativity and imagination are recognized and appreciated in schools. A focus on creativity will lead to increased student engagement and achievement, fewer dropouts and less remediation. Finally, it will produce citizens who are innovators, who value and think creativity—a necessity for success in the knowledge-based economy.

Assignment: Key civic leaders will work to establish a private/public partnership to launch a Creativity Campaign by mid-2007.

Opportunities for Washingtonians: College and Workforce Training for Everyone

INTRODUCTION

Washington must be known for our commitment to broad educational opportunities and for **a workforce that is among the best trained and educated in the world**.

Our state's ability to compete in the global economy depends on preparing more of our citizens for college and for jobs that are in demand by business and labor. The quality of our communities and the vitality of our arts and civic affairs also depend on well-educated citizens. Our responsibility for educational excellence extends from our classrooms to our workplaces and to world markets.

Education is the single most important investment we can make to ensure our ability to compete economically. Employers need to know that the workers they hire can meet the complex demands of a rapidly changing environment. In specific industries where Washington has a unique competitive advantage – global health, aerospace, advanced manufacturing – the demands on our educational system are even greater. From our fields to our factories, Washington's economic future depends on an internationally competitive education system.

Strategy 1: Give high school and college students the information and support they need to plan and make informed decisions about the next steps in their educational careers.

- Expand programs like Navigation 101 which provide adult mentors for middle and high school students to help them plan for life after high school.
- Require 10th grade students to assess their college readiness using a college placement test so that their strengths and weaknesses are identified in time for them to make decisions about classes they need to take in order to be prepared for college level coursework.
- Align high school graduation requirements and college admissions standards so that students are prepared for the rigor of college courses, particularly in math.
- Develop a statewide web-based advising system that will tell students what classes they need to take to complete a college certificate or degree program, including information about how classes will be counted for students who transfer from community and technical colleges to 4-year schools to complete baccalaureate degrees.

  Rationale: Students, at all levels, must be ready for the next step in their educational careers and in their lives with the academic preparation, information, and support necessary to plan and make informed decisions. People with education and workforce training beyond high school are far more

likely to get family-wage jobs and are more engaged in civic and cultural activities in their communities.

Expected Results: More students will enter college or workforce training programs prepared to complete a certificate or degree program. College students, including those who transfer from community colleges, will complete baccalaureate degrees more quickly and with fewer "extra" classes because more of the classes they take will count toward degree requirements.

Assignments:

School districts will continue implementation of Navigation 101. The State Board for Community and Technical Colleges will establish one college placement test to be used statewide. Colleges will all use the same "cut score" for placement in college level math and language arts courses, and the test will be available online so that all students in the state have access to it. The State Board of Education and the Higher Education Coordinating Board will align high school graduation requirements and minimum college admission standards, moving toward a system based on demonstrated competence for college level work, instead of seat time. The State Board for Community and Technical Colleges and the Higher Education Coordinating Board will jointly develop a web-based advising system for college students.

Strategy 2: Establish the Washington Learns Scholarship program for students participating in the free- or reduced-price lunch program and for students who would be the first in their family to attend college.

Rationale: One Third of working age adults in Washington has a high school degree or less. Students who come from low-income families or whose parents did not attend college are less likely graduate from high school and attend college themselves. Our state's ability to compete in the global economy depends upon our efforts to break this cycle. We must find ways to target incentives to citizens who might not otherwise continue their education and training after high school in order to increase the skills of our workforce overall and prepare our citizens for family wage jobs and careers.

Expected Results: More low-income and first generation students will graduate from high school and attend college. Our businesses will have more well trained and educated employees.

Assignment:

The Office of Financial Management will develop the outline for this program in Washington. The Office of the Superintendent will identify eligible students who graduate from a Washington high school with a C average or better and no

felonies. OSPI and the HECB will notify students during the 8th grade that they are eligible for a four-year college scholarship that can be used toward tuition at any public or private college or university in the state, within three years after high school graduation (with exceptions made for military service). The HECB will administer the program once it is developed by OFM.

Strategy 3: Remove barriers to workforce training for adults who have low-incomes, limited basic skills or limited proficiency with the English language.

Rationale: Employers need more trained workers to fill entry level jobs that do not necessarily require a college degree. Bringing more people into the workforce reduces social service costs, raises the standard of living for citizens, and provides more skilled labor for Washington businesses.

Expected Results: More adults will return to college to enroll in programs designed specifically to prepare them for jobs that local employers need to fill. Some of those adults will continue their education and training to complete 2- or 4-year degrees.

Assignment:

The State Board for Community and Technical Colleges will evaluate the success of a recently launched three-year pilot of the Opportunity Grant program in 10 colleges. The pilots will be assessed to determine the need for additional funding for grants to low-income adults for participation in workforce training programs that lead to jobs in demand by regional employers.

Funding to expand the Integrated Basic Skills and Training (I-BEST) program. Recent pilots of this program in 10 community and technical colleges have proven that I-BEST program students are 15 times more likely to complete workforce training programs than students who are required to complete Adult Basic Education or English as a Second Language courses before entering a workforce training program.

Strategy 4: Expand eligibility for the State Need Grant program to low-income working adults who are only able to take one college class per term.

Rationale: Many adults who wish to improve their skills or complete a college degree also have to work full-time to support a family or are single parents, able to attend only one class per term. This should not disqualify them from the State's primary financial aid program if they would otherwise be eligible based on their income.

Expected Results: More working adults will attend college to improve their work skills or complete degrees.

Assignment:

Last year the Higher Education Coordinating Board launched a one year pilot to determine the effectiveness of providing State Need Grants to students who take 4 or 5 credits per term. Results, due December 2006, will be analyzed to determine if this program should be continued.

Strategy 5: Target and track state investments in colleges and universities to increase capacity in programs that lead to certificates and degrees that are in high demand by students and employers.

- Public colleges and universities will increase capacity in programs leading to certificates and degrees in high demand by employers, such as computer science, engineering, health care and skilled trades.
- Existing capacity in *private* colleges and universities will be used when student demand for programs in demand by employers exceeds the capacity in our *public* colleges and universities.

Rationale: Washington imports too many workers and degree holders to fill high demand jobs in fields such as engineering, technology, health care, and in skilled trades such as construction. Our own citizens must have the opportunity to get the education and training they need to the land the good jobs that our thriving economy creates. The Prosperity Partnership, Technology Alliance and Washington Roundtable have identified high demand degree production as a top priority.

Expected Results: As high school graduation rates improve and as requirements for jobs increase in the knowledge-based economy, Washingtonians will have access to programs that prepare them for good jobs.

Assignment:

The Office of Financial Management will negotiate and monitor Performance Agreements with the public and private colleges and universities to fund high demand certificate and degree programs. Specific certificate and degree production targets will be included in the agreements and must be met in order for funding to continue.

Strategy 6: Support partnerships among community and technical colleges, labor and business to determine regional workforce skill gaps and provide programs to fill those needs.

Rationale: Both statewide and regional workforce skill gaps exist in Washington. Investments in high-demand programs at the state level do not always address regional needs, such as the need for ship builders in Grays Harbor or wind turbine operators in Walla Walla. Local partnerships between employers, labor and training providers are the best way to identify and develop methods for filling regional skill gaps.

Expected Results: Employers will get the skilled workers they need based on locally determined skill gaps and locally developed training programs.

Assignment: Local and regional colleges, labor and business will determine local needs and develop programs to meet those needs.

Quality and Accountability: Keeping the Promise

INTRODUCTION

A new system of accountability is the fundamental lever to create a world-class education system. To educate more people to higher levels will require that we focus on the "seams" between early learning, K-12 and higher education to improve student pathways. It will require that we reward innovation and pay for results.

We will compare ourselves to the best education systems in the nation and the world, set clear goals, make needed investments and hold ourselves accountable for results.

All of us – not just state government, schools and colleges, but also parents, families, communities, businesses, and civic and private philanthropic organizations – will be dedicated to continuous improvement and better results.

We will constantly monitor and regularly modernize our education system with new technology and best practices from around the globe and never again settle for a cycle of complacency and reform that occurs only once a decade.

All education partners – early learning, K-12 and higher education -- will embrace a shared mission that is relentlessly focused on the success of all students.

We will build a system that rewards innovation and pays for performance.

We will commit the necessary human and financial resources to support world-class education in Washington.

We will invest in improved and more transparent reporting and accounting systems that can track student outcomes and show taxpayers how dollars are spent.

The bottom line is that we can have all the best policies and ideas in the world, but they won't amount to a hill of beans if we don't muster the will to really deliver results, to challenge ourselves just as vigorously as the private sector to streamline our operations and be as effective and as efficient as possible.

Strategy 1: Create a P-20 Council to track progress of the long term goals established by Washington Learns and to provide a venue for early learning, K-12 and higher education leaders to come together to improve student transitions through the educational system.

Rationale: Washington Learns has established 10 long-term goals aimed at improving early learning, K-12 and higher education in our state. We must track progress toward those goals and make course corrections when we fail to reach our targets. By focusing on the "seams" between early learning, K-12

and higher education we can increase the number of students who successfully transition from early learning to K-12 and on to higher education and training.

Expected Results: We will evaluate and report to citizens and stakeholders about progress toward our goals. More students will enter kindergarten ready to succeed, graduate from high school, enter and complete college.

Assignment: The Governor will create a P-20 Council by Executive Order. Membership on the Council will include the Superintendent of Public Instruction (or designee) and the executive directors of the Department of Early Learning, the State Board of Education, the State Board for Community and Technical Colleges, the Higher Education Coordinating Board, the Workforce Training and Education Coordinating Board, the Council of Presidents, the Independent Colleges of Washington, and a representative from the state's tribal schools and colleges. The Office of Financial Management will support and staff the P-20 Council.

Strategy 2: Establish the top eight states on the New Economy Index as the "Global Challenge States."

Rationale: The top eight states in the New Economy Index have economic and demographic characteristics similar to Washington's but have educational performance and funding that is often better than ours. We need performance and financial goals for system improvement that are benchmarked against states we compete with in the global economy.

Expected Results: Continuous improvement and steady investments over ten years to achieve a world-class, learner-focused education system

Assignments: The Office of Financial Management will establish the Global Challenge States as a benchmark for (1) Competitive compensation for childhood and early education teachers, K-12 teachers and staff and higher education faculty and staff, (2) Per-pupil funding in K-12, and (3) State support and tuition and fees for public colleges and universities.

Strategy 3. Establish a state tuition policy

(To be Discussed)

Strategy 4: Develop a financial health monitoring system for K-12.

Rationale: Our current budget review system focuses on the current school year. It does a good job of monitoring budget activity and identifies those districts that have immediate difficulties. This system does not provide a longer-term, prospective look at budget health. In fact, the data system in use does not include items that would assist districts in reviewing long-term issues.

Several school districts are realizing difficult budget problems that will not be easily resolved.

Expected Results: Financially strong school districts; better forecasting of potential budget difficulties with time to institute corrective measures.

Assignments:

- The Office of the Superintendent of Public Instruction and the Office of Financial Management, with advise from Educational Service Districts, will develop a budgeting and obligations reporting system by December 1, 2007.

- The Office of the Superintendent of Public Instruction and Educational Service Districts will review school district budgets for long-term health on a regular schedule.

Strategy 5: Develop a professional preparation and pay system.

Rationale: In a standards-based educational system, clear expectations are needed for all involved – the staff as well as the students. In Washington we have not been clear about what the standards are for teaching performance. Colleges and universities preparing teachers have requirements about the programs they provide, however each college independently determines if an individual in their program should receive a teaching certificate. The preparation and licensure system should assure teachers have skills and knowledge for world-class teaching. Then, we should compensate these teachers for this performance. This is a major policy shift and will take a multiple-year effort to implement. Additionally our teacher pay system should acknowledge assignments that are difficult, recognize expertise staff bring to their assignments, and reward achievements at school buildings through incentives and rewards. The state should also provide a system through which teachers to continue to develop their teaching skill.

Expected results: Consistent and shared understanding of expected teaching skill; demonstrated competency as a requirement to teach; pay that is competitive and allows Washington to recruit and retain the best teachers; pay that recognizes all that teachers do for kids.

Assignment:

- The Professional Educator Standards Board will set performance standards and develop, pilot and implement a professional teaching level assessment and licensure system based on demonstrated teaching skill.
- The Professional Educator Standards Board will make revisions to the requirements for college and university teacher preparation programs as necessary to institute the new knowledge and skill based performance system.
- The teacher salary allocation model will include pay for performance factors.

- The Superintendent of Public Instruction will design and pilot a professional development delivery system that focuses on state identified teacher knowledge and skills areas.

Strategy 6: Develop a private/public partnership to establish a school and district leadership academy.

Rationale: Effective leadership in school districts and buildings is critical to improving student outcomes and transforming under-performing schools and districts into world-class learning centers. Evidence shows that students in schools led by principals trained in top leadership academies perform better than their peers.[i]

Expected Results: Schools will have high performing teams of staff and teachers, and will use the strengths and needs of their students to personalize instruction.

Assignment: The Office of the Superintendent of Public Instruction will work with key civic leaders, Association of Washington School Principals (AWSP) and Association of Washington School Administrators (AWSA) to establish a private/public partnership to launch a Leadership Academy.

Strategy 7: Develop a ten-year enrollment and funding plan to project the number, type, and distribution of enrollments needed to accommodate additional high school graduates and returning adults, consistent with our long-term goals, with emphasis on increased degree production in high demand fields.

Rationale: Current enrollment planning is primarily a function of the biennial budget process. Various agencies project longer range enrollment and workforce needs. We need a coordinated, long-range enrollment plan.

Expected Results: There will be more room in colleges and universities to meet workforce and demographic needs, and better long-range projections of high demand fields at both baccalaureate and sub-baccalaureate levels.

Assignment: The Office of Financial Management will coordinate with the Higher Education Coordinating Board, the Workforce Education and Training Coordinating Board and the State Board for Community and Technical Colleges and the independent colleges to develop ten year projections for expanded post-secondary capacity and estimates of necessary funding to meet demographic and workforce needs.

Strategy 8: Strengthen accountability in higher education through negotiated performance agreements between the state and our colleges and universities.

Rationale: The state and citizens do not always know what they are getting for dollars invested in higher education. Our colleges and universities do not always know what the state expects of them in return for money invested.

Expected Results: Both the state and the colleges and universities will know what is expected in return for state funding for higher education. For instance, when state funds are invested for a specific number of high demand enrollments, the colleges and universities will have to document how many students have completed degrees in those areas or funding will not continue.

Assignment: The Office of Financial Management, with assistance from the Higher Education Coordinating Board, will negotiate Performance Agreements with the public 4-year colleges and universities and with the State Board for Community and Technical Colleges. The Agreements will describe specific, measurable outcomes expected of colleges and universities in exchange for institutional funding.

Strategy 9: Restructure and strengthen the role of the Higher Education Coordinating Board (HECB).

Rationale: Create more direct accountability to the governor and by agencies and institutions that implement HECB recommendations. Focus the HECB on policy and budget recommendation functions, not program administration.

Expected Results: Higher education agencies and institutions will be involved in crafting recommendations and accountable for meeting goals established by the Board. The Governor will have more direct accountability for actions of the board because the executive director will be appointed by the Governor. Recommendation from the HECB will be based solely on policy and budget considerations, rather than being influenced by their role as program administrators. Budget recommendations from the HECB will arrive at the Office of Financial Management in time to be fully considered as the Governor's budget is developed.

Assignments:

- The membership of the Higher Education Coordinating Board will be changed to include citizens and students, and one representative each from the State Board for Community and Technical Colleges, the Workforce Training and Education Coordinating Board, the Council of Presidents, and the Independent Colleges of Washington.
- The Governor will appoint the Executive Director of the HECB.
- Administrative responsibilities of the HECB will be transferred to another agency

- RCW 28B.76.210 will be amended to change the date by which the state's colleges and universities will submit an outline of their proposed budget to the HECB from August 1st to July 1st of each odd-numbered year. In the same statute, the date by which the HECB will submit it recommendations on the proposed budgets and the board's own budget priorities to the Office of Financial Management will be changed from November 1st to October 1st.